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ABSTRACT

Two issues of "Plantings," are presented. The 1986 issue is a panel discussion that considers the results and future plans of faculty development programs in three Minnesota institutions. In addition to the moderator, Robert Young, of the University of North Dakota, the panel consisted of Norman Noonan (Augsburg College), Chandra Mehrotra (College of St. Scholastica), and Jerry Gaff (Hamline University). In addition, the 34 faculty development programs funded by the foundation are identified by institution. The 1987 newsletter issue consists of an article on stress experienced by faculty members, information on the goals and strategies of the campus faculty development programs, information on approaches that do not work in successful faculty development programs, and an article by Chandra M. N. Mehrotra entitled "Evaluation of Faculty Development Programs Designed to Improve Teaching Effectiveness." Attention is directed to when to evaluate a faculty development program, who should be the evaluators, evaluation approaches, disseminating the findings, and lessons from past faculty development efforts. (SW)

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PLANTINGS: A NEWSLETTER OF THE BUSH FOUNDATION-FUNDED FACULTY DEVELOPMENT PROGRAMS IN MINNESOTA, NORTH DAKOTA, AND SOUTH DAKOTA.

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PLANTINGS

A newsletter of the Bush Foundation-funded faculty development programs in Minnesota, North Dakota and South Dakota

Number 7 April 1987

Evaluation of Faculty Development Programs Designed To Improve Teaching Effectiveness

Chandra M. N. Mehrotra
College of St. Scholastica

This paper provides a description of the approach we have taken to evaluate faculty development activities aimed at teaching effectiveness. An attempt has been made to answer the following questions:

I. Why should the programs be evaluated?

II. When should we evaluate a program?

III. Who should conduct a program evaluation? What is the role of evaluators in faculty development programs?

IV. What approaches have we used in conducting program evaluation?

V. How do we share the evaluation findings with others?

VI. What have we learned from our evaluation efforts? What recommendations can we make on the basis of this experience?

Our current thinking on these questions is briefly described in the sections that follow. Since this is a first draft of the paper we will appreciate comments on the issues we have covered.

I. Why should we evalute the efforts directed toward the improvement of teaching?

Program evaluation refers to collecting, analyzing, and interpreting information about the need, implementation, and impact of efforts designed for specific purposes. Evaluations are undertaken for a number of reasons: to judge the worth of ongoing programs and to estimate the usefulness of attempts to improve them; to assess the utility of innovative programs and initiatives; to increase the effectiveness of program management and administration; and to meet various accountability requirements (Rossi and Freeman, 1985). Evaluations may also contribute to substantive and methodological knowledge.

With innovative programs for teaching improvement we are interested in determining if the programs (a) are reaching the target, (b) are providing the resources, services, and benefits envisioned, (c) are having an impact on both faculty and students and (d) are cost efficient in comparison to alternative strategies.

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Upcoming On The Bush Campuses

Bush-Funded campuses have made plans for a number of presentations, colloquia, and workshops during the next few months, this summer, and next fall. At the recent conference of Bush program developers there was a lot of interest in sharing these kinds of opportunities among the campuses. *Plantings* has been notified of the following plans.

Bethel College

Dr. Clyde Parker — Spectrum Summer Workshop June 1-5, 1987.

College of St. Catherine, Augusburg College, and College of St. Thomas

Peter Seldin, Syracuse University — Faculty stress and faculty evaluation. May 26 and 27.

Saint Mary's College

Paul Ehrlich, Stanford University — Population biologist, conservation and nuclear winter.

Gatam Muklijee — Indian cultural performer and playwright.

Concordia College of Saint Paul

Georgiann Loacker, Alverno College — "Assessment in the Liberal Arts."

College of Saint Thomas

Lewis Mayhew, Stanford University and *Fr. Patrick Ford*, Gonzaga University — Seminar on the history of Saint Thomas and of Catholic higher education in America (June 1-2, 1987).

Catherine and Michael Zuchert, Carleton College — Seminar on the relationship between teaching and research (July 27-August 14, 1987).

University of Minnesota-Duluth

Dr. Dan Wheeler, University of Nebraska-Lincoln — Faculty development issues (career, life stages)

Dr. Libby Gardner, Texas A&M University — TA Training

Dr. Karron Lewis, University of Texas-Austin — Large Lecture

Dr. Randy Wadsworth, Northeastern Illinois U — Professional Development issues

Dr. Linc Fisch, Eastern Kentucky University — Thespians in Academe

Dr. Robert Young, University of North Dakota — Critical Thinking

Stress: Faculty Members Are Vulnerable

A popular cartoon shows its character seated at her desk surrounded by piles of paperwork: beads of sweat spring from her forehead as she forces a smile saying "I love my job!" The cartoon offers humorous relief from the serious problems of stress and burnout.

Although not synonymous, both stress and burnout are increasingly common on the college or university campus. Members of helping professions, such as college teachers or nurses seem to be particularly vulnerable. This does not suggest that all forms of stress are negative; it is stress which provides us with energy and may inspire creativity in our work.

Stress and burnout among college faculty is important for several reasons. It may influence teacher and student classroom interaction, it is associated with low faculty morale, and may lead competent faculty members to leave the educational setting. If prolonged, stress may damage the physical and emotional health of the individual.

Symptoms of stress include emotional exhaustion, feelings of hopelessness, helplessness, and entrapment; mental exhaustion characterized by the development of a negative self-concept and a decrease in self-esteem; physical exhaustion characterized by fatigue, weakness and weariness. Subsequent illness may include headaches, stomach upsets, sleep disturbances, hypertension, rashes and weight loss. Burnout is the result of constant and intense emotional pressure evident in continual situational stress.

Faber (1984) suggests that some college teachers experiencing high levels of stress are not actually "burned-out," but "worn-out." Individuals who are burned-out characteristically hold themselves in high esteem, are excessively dedicated and ignore their own discomforts and preferences almost without respite until a point of physical collapse. Farber observed today's teachers appear to care about their students, to perceive themselves as effective in their roles, and to be gratified by their contact with students. However, while the teachers are committed to their students, they are often less committed to their profession and are frustrated by tasks that get in the way of teaching. Former Kansas State University men's basketball coach Jack Hartman told the *Chronicle of Higher Education*, "It just isn't as much fun anymore. The fun was actual on court coaching, and working with a kid on and off the court and seeing him grow as a person. That's what attracted us originally and has become obscured by all the other time demands."

While stress exists in most areas of life, the work place is the major source of stress for most adults. Also, individuals in people oriented work are more likely to experience stress than those people working in product oriented professions. The tendency toward stress is based on a number of emotional, personality, and environmental factors.

Emotional factors include feelings of isolation, poor self image, and high personal expectations. The demands of a teaching, research, and service schedule easily prevent faculty members from seeing each other and sharing common concerns. Separation and isolation also occur when faculty members do not interact with people outside of their academic disciplines.

Poor self-image among higher education faculty may also result when they compare themselves unnecessarily with other professions and institutions. Kenneth E. Eble said, "I think we feel worse when someone assumes we are sick and asks how we feel. Like compulsive pulse taking, excess of faculty accountability has probably not contributed to general health. . . . The way we feel about ourselves depends much on the way we compare ourselves with others. Professors are subject to incessant comparing much of it invidious."

Demanding, self-imposed standards or high expectations are another of the most stress producing factors for faculty. Vulnerability to stress occurs when one takes oneself and life overly serious. The faculty member strives, achieves and pours himself/herself into work. Failure is not an option and feelings of guilt occur if something goes wrong.

Where as personality and emotional factors may open the faculty member to stress, environmental factors also contribute to stress. Routine duties, long hours, poor facilities, friction in inter-faculty relations, and administrative red tape are cited as sources of stress. Stress levels also vary throughout the academic year and according to duties for example, teaching versus research or service activities.

So how do faculty members manage stress? A number of techniques are recommended, including adequate sleep, exercise, proper diet and periods of relaxation. Although these steps may reduce symptoms of stress, those in teaching professions need a full-time stress-alleviating solution. Kalker (1984) suggests stress innoculation, based on a conceptual understanding of stress itself. Admitting that there is a problem and then realizing that problems are situational in nature are the first steps. Although people may be aware of a problem, they tend to believe that the stress is their fault. Realizing that stress has situational features decreases guilt, shame, and feelings of helplessness.

Faculty members should also be conscious of negative thinking patterns or self-statements. Negative self-talk concerning one's own ability should be avoided as should suggestions that the situation cannot be changed. There are always aspects of a difficult work situation that can be changed. Negative feelings stemming from isolation or lack of support can be reduced by providing inter-faculty support systems. Training in problem solving techniques can help faculty members to develop workable coping methods and encourage faculty to step back and examine their problems more objectively. Finally, it is suggested that faculty members clearly discriminate between the concrete demands of the job and self-imposed demands. The faculty members must believe they do have a degree of control over the teaching environment.

SOURCES

Kenneth E. Eble, "Reaching Out a Positive Source of Faculty Morale" *Change*, September/October 1985

Barry A. Farber, "Teacher Burnout: Assumptions, Myths and Issues," *Teachers College Record* Vol. 86, No. 2 Winter 1981

C.S. Ferrell, "Stress and the Changing Nature of the Job Could Force Many College Coaches to Quit," *Chronicle of Higher Education*, March 19, 1986, p. 37

Paul Kalker, "Teacher Stress and Burnout: Causes and Coping Strategies," *Contemporary Education*, Vol. 56, No. 1 Fall 1984

More, Similar, Diverse: Approaches to Faculty Development

Comprehensive and diverse are only two ways the activities of the Bush campuses could be described. The thirty-three campuses engage in a wide variety of activities to meet the particular needs of their educational communities, but there are similarities among the programs. These activities provide a comprehensive picture of faculty development activities in the region. Categorized below are the goals, strategies and the people working in the Bush Foundation Faculty Development programs. The type of approach is labeled and followed by a list of the campuses characterized by the approach.

The list is no doubt incomplete. The Bush programs are a creative lot, and individual campuses are regularly trying new approaches. We hope this list will stimulate even more ideas and will encouarge Bush campuses to continue to inquire of each other. We invite other colleges and universities throughout the country to write or call any of our programs.

BUSH FACULTY DEVELOPMENT PROGRAM GOALS

Improve Instruction and/or Learning
Augsburg College, Augustana College, College of St. Scholastica, College of Saint Teresa, Concordia College-Moorhead, Concordia College-Saint Paul, Macalester College, University of Mary, University of Minnesota-Duluth, North Dakota State University, Saint Mary's College, Sinte Gleska College, Standing Rock College, State University of North Dakota System, University of North Dakota, University of South Dakota

Introduce or Support New Theories and/or Research of Teaching
Bethel College, College of St. Catherine, Macalester College, Mount Marty College

Curriculum or Course Development
Bethel College, College of Saint Benedict, Dakota Wesleyan University, Hamline University, Macalester College, Mount Marty College, Saint John's University, Sinte Gleska College, Sioux Falls College

Expanded Multicultural Awareness
College of Saint Teresa

Introduce Native American Culture into the Curriculum
Standing Rock College

Encourage Professional Growth
Augsburg College, Augustana College, Carleton College, College of Saint Benedict, College of St. Catherine, College of St. Scholastica, College of Saint Teresa, Concordia College-Saint Paul, Dakota Wesleyan University, Macalester College, University of Mary, University of Minnesota-Duluth, Saint John's University, Saint Mary's College, University of Minnesota, University of North Dakota, University of South Dakota

Development of Community, and Communication Among Colleagues Contact
Augustana College, Bethel College, College of St. Catherine, College of St. Scholastica, College of St. Thomas, Concordia College-Saint Paul, Macalester College, University of Mary, Saint John's University, Sinte Gleska College, State University of North Dakota System

Provide or Improve Faculty and Student Interaction
Augustana College, Bethel College, Concordia College-Moorhead, College of St. Thomas, State University of North Dakota System

Develop Cross Disciplinary Experiences
College of Saint Benedict, Dakota Wesleyan University

Develop Computer Literacy/Computer Assisted Instruction
College of Saint Teresa, College of St. Thomas, Minnesota Community College System

Increase Understanding of the Liberal Arts
College of Saint Benedict, College of St. Catherine, Concordia College-Moorhead, Macalester College

Improve Student's Writing Abilities
College of St. Thomas, Dakota Writing Project, Hamline University, Minnesota Community College System

Increase Retention of Students
North Dakota State University

Develop a Faculty Evaluation System
University of Mary

Develop Resource Centers or Faculty Development Libraries
Mount Marty College

FACULTY DEVELOPMENT PROGRAMS STRATEGIES

Teaching or Advising Workshops
Augusburg College, Augustana College, Bethel College, College of St. Catherine, College of St. Scholastica, College of Saint Teresa, Concordia College-Moorhead, Concordia College-Saint Paul, Macalester College, Mount Marty College, North Dakota State University, Sinte Gleska College, Saint Mary's College, Sioux Falls College, University of Mary, University of Minnesota-Duluth

Offsite Conferences
College of Saint Teresa, Concordia College-Moorhead, Standing Rock College

Summer Faculty Institutes
College of Saint Scholastica, Concordia College-Moorhead, State University of North Dakota System, University of Minnesota

Guest Speakers
Dakota Wesleyan University, University of Mary, Saint Mary's College, Sinte Gleska College, Standing Rock College

Professional Dinners or Luncheons
Dakota Wesleyan University, Saint Mary's College, Sinte Gleska College, Standing Rock College

Liberal Arts Readings Projects
College of Saint Benedict

Professional Development Plans or "Growth Contracts"
Macalester College, University of South Dakota

Consultation
University of Minnesota-Duluth, North Dakota State University, Saint Mary's College, University of North Dakota

Video Taping Classes
University of Mary

Mentor Teachers
Concordia College-Saint Paul

Department-Based Faculty Development Activities
Concordia College-Moorhead

Faculty Development Projects
Augustana College

Faculty Exchange
College of Saint Teresa, Mount Marty College

Small Grants Programs
College of St. Scholastica, College of Saint Teresa, Concordia College-Saint Paul, Minnesota Community College System, Mount Marty College, North Dakota State University, Sinte Gleska College, Sioux Falls College, University of North Dakota, University of South Dakota

Faculty Research Projects That Strengthen Undergraduate Teaching
Augsburg College, Carleton College, College of St. Thomas, Concordia College-Moorhead, Concordia College-Saint Paul, Macalester College, Sinte Gleska College, Standing Rock College, State Univer-

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sity of North Dakota System, University of South Dakota, University of Minnesota

Computer Instruction
Augsburg College, Augustana College, College of Saint Teresa, Mount Marty College, Saint Mary's College, Sinte Gleska College, Sioux Falls College, State University of North Dakota System, University of North Dakota, University of South Dakota

Leave or Sabbatical Support
Augustana College, College of Saint Teresa, Mount Marty College, University of Mary, Saint Mary's College, Sioux Falls College, University of Minnesota, University of North Dakota

Faculty Retraining
Augusburg College, College of St. Scholastica, College of Saint Teresa

Teacher/Student Research Projects
Macalester College, North Dakota State University, Saint John's University, Saint Mary's College

Outstanding Teaching Awards
Augustana College, Saint Mary's College

Course Development
Augsburg College, Augustana College, Hamline University, Saint John's University, Mount Marty College, Saint Mary's College, Sinte Gleska College, Sioux Falls College, State University of North Dakota System, University of North Dakota.

Curriculum Revision
Augsburg College, College of Saint Benedict, Concordia College-Saint Paul, Dakota Wesleyan University, Hamline University, State University of North Dakota System

Development of Course or Curriculum Evaluation Skills
College of Saint Benedict, University of Minnesota-Duluth, State University of North Dakota System

Writing Programs
Dakota Writing Project, Mount Marty College, State University of North Dakota System

Wellness Assessments
Sioux Falls College

Native American Cultural Studies
Sinte Gleska College

Program Reviews
Minnesota State University System, State University of North Dakota System

Resources or Teaching Materials
Augsburg College, College of Saint Benedict, Mount Marty College, Sinte Gleska College, Standing Rock College, University of Minnesota-Duluth, University of North Dakota

Newsletters or Publications
Bethel College, University of Minnesota-Duluth, Saint John's University, Saint Mary's College, University of North Dakota

PEOPLE

Full-time Director of Faculty Development
Augusburg College, Bethel College, University of North Dakota

Part-time Director of Faculty Development
College of St. Catherine, College of St. Scholastica, College of St. Thomas, Dakota Wesleyan University, Hamline University, Macalester College, Saint John's University, Sioux Falls College, Sinte Gleska College, State University of North Dakota System

Chief Academic Officer (Vice President of Academic Affairs, Vice Chancellor, Provost, Dean, Associate Commissioner of Higher Education)
Augsburg College, Augustana College, Carelton College, College of Saint Teresa, Concordia College-Moorhead, Concordia College-Saint Paul, Dakota Wesleyan University, Hamline University, Minnesota Community College System, University of Mary, University of Minnesota-Duluth, Minnesota State University System, State University of North Dakota System, University of South Dakota.

Project Coordinator
College of Saint Benedict, Saint Mary's College

Instructional Development Consultant
University of Minnesota-Duluth, Saint Mary's College

Faculty Development Committee
Augustana College, College of St. Catherine, College of St. Scholastica, College of St. Thomas, Dakota Wesleyan University, Hamline University, Macalester College, Mount Marty College, North Dakota State University, Saint John's University, Saint Mary's College, Sioux Falls College, Standing Rock College, University of Minnesota-Duluth, University of North Dakota

Bush Directors Tell All

The directors of Bush funded faculty development programs met recently in Minneapolis for two days of discussions. The second of these gatherings, the formal and informal sessions offered an opportunity to trade ideas, solve problems, and do some joint planning among programs.

Professor Robert Blackburn of the University of Michigan kicked off the first day's sessions focusing on "The Faculty of the Future." He reviewed the recent research on the professoriate, including his own investigations that are part of the new National Center for Research to Improve Postsecondary Teaching and Learning at Michigan. This presentation and the discussions that followed provided the backdrop for talking about the particular issues and concerns of the Bush programs as they look to the future.

The session that may have been the most intriguing, and surely the longest, had program directors describing the "greatest success" and the "biggest glitch" they had experienced in their programs. The glitches, in particular, were a useful window into the working of faculty development programs and their challenges over the next few years. "Successes" regularly have been a feature of *Plantings*, so in the rest of this space, we want to summarize some of the approaches that do not work in successful faculty development programs.

Experimental designs. Bethel College hoped to test an aspect of their program, but because it became so popular, they quickly found themselves without a "control group." A happy glitch, they report!

Curricular reform without administrative reform. Saint Benedict's and Saint John's have created an attractive new general education program, but reported that they did not give enough attention to the administrative and governance mechanisms necessary to implement it.

Funding for individual faculty development may work against community faculty development goals. Grants for research and instructional development at Carleton and St. Thomas have raised the productivity of faculty members (and

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Program Evaluation (continued)

II. At what stages should a program be evaluated?

We are taking a comprehensive approach to program evaluation. Evaluation is conducted before, during, and after the various activities are undertaken. For example, in our programs we have (a) conducted needs assessment studies to determine the faculty's needs *before* planning specific workshops and seminars, (b) used systematic observation *during* workshops to assess the match between what was proposed and what was actually done, and (c) asked the faculty participants to evaluate both the content and methodology of the workshop *immediately after* the workshop. We also plan to follow-up studies to assess the long-term effects of our program (small grants, teaching improvement workshops, faculty retraining, and released time program).

III. Who should conduct a program evaluation?

Any evaluator must know a great deal about the program. This means that the program should have internal evaluator(s) who participate in actual design and programming efforts to facilitate their success, and conducts formative studies, and an external evaluator who provides technical consultation and expert judgment with regard to the worth of the program outcomes.

IV. What approaches have we used in conducting program evaluation?

We have been guided by two main principles: (a) Evaluation strategies must meet our current and future needs for information, and (b) every evaluation must be tailored to the specific program under review. These principles have stimulated the following approaches: *needs assessment*, *participant observation* of workshops, institutes and committee meetings; analysis of evaluation *questionnaires* completed by workshop participants; *self-assessment* by participants in the small grants and the faculty retraining program; *content analysis* of small grant applications, final reports, and other documents; and *interviews* by external evaluators with members of the faculty development committee and participants in various activities.

In addition to the these approaches, we have conducted a delayed evaluation to study the use of knowledge and skills gained by participants in the program. Our focus has been the extent to which the faculty have been able to translate what they have learned into day-to-day practices in the classroom (Eble and McKeachie, 1985).

V. How do we share evaluation findings with others?

We have used both oral presentation and written reports to share our evaluation findings with our colleagues, administrators, workshops leaders, sponsors, and others.

Written reports have been prepared for each of the teaching improvement workshops. These reports provide the reader with the following information: Why was this workshop held? What was its duration? What were the main objectives? How were they achieved? Who conducted the workshop? Who attended it? What techniques were used to evaluate the implementation and effectiveness of the workshop? What were the major findings? What recommendations can be made for future workshops in this series? Copies of instruments to collect data. Detailed tabulations of evaluation data.

In addition to the reports described above an oral report summarizing the year's activities is presented to the faculty assembly and an annual written report is submitted to the Bush Foundation.

VI. What have we learned from these evaluation efforts in the past five years? What recommendations can we make?

An evaluator is first an educator, one who assists members of the faculty development committee in recognizing faculty needs, weighing the consequences of alternative approaches, and discovering new opportunities for action. Looking back at the work we have done over the past five years, we can say that we would not have made the amount of progress we have made if we would have taken the traditional research oriented approach to evaluation. In the formative stages of a program it is important that evaluation approaches be designed in such a way that they provide immediate and useful information to the activity coordinators. Also, the evaluator's understanding and involvement in fitting evaluations to programs is essential to the successful undertaking of a systematic evaluation of a faculty development program.

We have found that relatively simple methods of data collection such as needs assessment questionnaires, workshop evaluation questionnaires, and oral discussion with participants provide us with important information that can be used right away in designing new programs or making changes in the existing programs. We have been pleased with the "return rate" and the validity of the questionnaires that have been used to obtain input from our colleagues.

On the basis of our experience we might make the following recommendations to other faculty development programs:

(1) Formative evaluation should offer program leaders immediate feedback from the participants regarding the effectiveness of various activities. Ongoing data collecton, discussion, and reflection are important features of the formative evaluation approach that we recommend.

(2) The evaluation of teaching improvement programs should employ a variety of methods, including questionnaires, self-assessment by workshop leaders, participant observation by internal evaluator(s), and content analysis of documents such as applications, instructional materials, and reports by external evaluators.

(3) Activities should be assessed at different points in time. In particular, it is important to examine the "delayed" effects of participation in a program.

(4) Evaluation should be managed collaboratively among program staff, internal evaluators, and external evaluation consultants.

(5) It is important to share evaluation strategies with colleagues from other institutions.

REFERENCES

Eble, K.E., and McKeachie, W. J. (1985). *Improving undergraduate education through faculty development*. San Francisco: Jossey-Bass.

Rossi, P. H., and Freeman, H. E. (1985). *Evaluation: A systematic approach*. Beverly Hills, CA: Sage.

Bush Directors (continued)

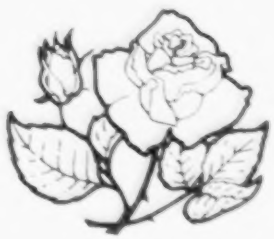
at Carleton, the student evaluations of participating members), but they have also reinforced specialization and a reticence to take new directions in research and teaching. At St. Thomas, after three years of success in creating a stronger sense of academic community among faculty from across the campus, a new emphasis on individual faculty development and research stemmed this college-wide development.

Campus-wide workshops. St. Scholastica and the University of North Dakota have found it difficult to plan campus-wide workshops that interest enough people to make them worth offering. At both schools, the strategy has shifted to focused workshops for particular groups of faculty members.

Student research participation at Concordia-Moorhead too often emphasized the research at the expense of the student participation. Now, with more experience with this strategy, and lots of talk about its purposes, an effective balance seems to have been achieved.

Released time. There was some disagreement about the successes of this approach to faculty development. Some programs, such as Dakota Wesleyan, reported that the returns were not great from released time projects. The University of North Dakota, on the other hand, offered examples of the necessity of released time within its program. Ellen Chaffee of the State University of North Dakota System has been circulating a to-be-published study which finds little impact in released time for faculty development. Yet, it continues to be one of the most popular strategies among the Bush programs. How about an article for the next issue of *Plantings*, Ellen?

Finally, Bush grants mean **more work for both faculty and administrators**. Gerry Isaacs of the Minnesota Community Colleges gave us some good examples. We are not sure whether he meant to report this as a "glitch" in the MCC program. But, it reminds us that, after all, there is no free lunch in faculty development. Successful programs, and the Bush programs are as successful as any in the country, mean plain, old-fashioned hard work for both faculties and administrators. By the way, the lunch in Minneapolis was on the Bush Foundation, and it was delicious!



Resources

An informal survey of Bush-funded faculty development programs has resulted in an extensive — and growing — list of resources that have been successfully used by the campus programs. In this issue we present just a sample of the "people" resources used by Bush campuses. A complete list has been sent to each campus faculty development director and is available to other readers of *Plantings* by writing to the editors. We encourage the sharing of these resources.

BUSH CAMPUS FACULTY EXPERTS

Bethel College
Sandi McNeel — Writing Across the Curriculum. Developing and operating a campus writing center.

College of St. Catherine
Doug Wallace — Ethics across the curriculum.

University of Mary
Dr. Bonnie Mott — Teaching critical thinking.

Augsburg College
Marie McNeff and *Noel Petit* — Computer training for faculty.

College of St. Thomas
Anne Auten and *Sally Standiford* — Series of workshops on identifying and developing teaching styles.

University of Minnesota-Duluth
G. Small — Computer generation of tests and computerized test scoring and grading. A number of faculty members successful with research with learning disabled students, minority students, international students and adult students (contact: Linda Hilsen).

EFFECTIVE CONSULTANTS

Lee Knefelkamp, American University — student development. (College of St. Catherine and University of Mary)

Drake Duane, M.D., Mayo Clinic, causes of learning disabilities.

Kaia Svien, Learning disabilities specialist, University of Minnesota Student Counseling Bureau. (College of St. Catherine)

Robert Barry, Loyola of Chicago — Faculty career development. (St. Mary's College)

Dr. Roger T. Johnson and *Dr. Karl Smith*, University of Minnesota — Cooperative Learning Groups. (University of Minnesota-Duluth)

Dr. Lynn Mortenson, University of Nebraska-Lincoln — "Asking Questions and Stimulating Thinking."

Sr. Anne Redmond, College of St. Catherine — Writing Across the Curriculum. (Augsburg College, Concordia-Saint Paul, College of St. Thomas)

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PLANTINGS

A newsletter of the Bush Foundation-funded faculty development programs in Minnesota, North Dakota and South Dakota

Number 6 October 1986

Plantings: Awake Again

Plantings has been in hibernation. A long sleep, indeed! June 1983, with Issue 5, marked a busy and profitable two years of collaboration among the faculty development programs funded by the Bush Foundation. Our programs were new and fresh, and we borrowed liberally from each other's store of ideas and experience. Plantings served as a way for us to get to know each other, and to stimulate each others' thinking about faculty development. It is with this same intent and spirit that we try to bring Plantings back from its winter's nap.

"It has often been said that every good story has a beginning, a middle, and an end." We used these words in 1983 to capture the fact that many of our programs were already maturing, at the same time that new ones were just getting underway. We can say the same thing today, though we can add that some of us have achieved an end, of sorts, with Bush funding no longer supporting our programs. When we last reported there were 22 of us; now Bush has funded 34 faculty development programs in all. Fourteen programs have new directors. What has surprised us during these three years is both the continuity and the change in the group of faculty development programs in our three states. Our conclusion, though, is that the approaches to faculty development in our region continue to be the most rich and diverse in the country. We have, we think, much yet to learn from each other.

In the hiatus, new and old programs have found many ways to tap each other. We hope that Plantings can simply facilitate these collaborations. But, for new programs, programs seeking new directions, and for campuses that have found colleagueship in faculty development hard to find, Plantings will try to fill an important role.

Plantings' awakening is like the sleeping cub's first spring foray out of the cave, both hopeful and tentative. As a group of faculty development programs, we will determine the direction and usefulness of such a venture. Until its next sleep, we hope as editors that it might follow an interesting path and meet many a good idea along the way. —*Robert E. Young and Karen Jorde (University of North Dakota)*

Resources

Each issue of *Plantings* will include a section titled "Resources," in which we can share information about conferences, literature and materials, and people that might be helpful to our work as faculty development directors and to our faculty colleagues. If you have a resource that you want to share, e.g., a conference you have planned or materials that you have produced, consultants and visitors that have been well received on your campus, or something that you have read that you would recommend, please send a description to us at *Plantings*.

UPCOMING CONFERENCES

Oct. 15-17 National conference on interdisciplinary baccalaureate education, University of South Carolina, Columbia, S.C. Contact: University of South Carolinas, University System Programs, 1728 College Street, Columbia, S.C. 29208. (803) 777-2260.

Oct. 20-21 & Nov. 10-11 "Evaluating College Faculty," Seminar, Kansas State University, Kansas City, Mo. Contact: Center for Faculty Evaluation and Development, 1623 Anderson, Manhattan, Kan. 66502. (800) 255-2757 or (913) 532-5970.

Oct. 22-24 "Improving College Teaching," Seminar, Kansas State University, Kansas City Mo. Contact: Center for Faculty Evaluation and Development, 1623 Anderson, Manhattan, Kan. 66502. (800) 255-275 or (913) 532-5970.

Oct. 23-24 "Assessment: A Tool for Higher Education," Conference, University of Wisconsin-Parkside, Kenosha, Wis. Contact: Carol J. Cashen, University of Wisconsin-Parkside, Box 2000, Kenosha, Wis. 53141. (414) 553-2372.

Oct. 25 "Assessing the Outcomes of Higher Education," invitational conference, Educational Testing Service, Plaza Hotel, New York. Contact: Margret Lamb, ETS, Princeton, N.J. 08541. (609) 734-1124.

Oct. 26-29 National conference, National Council for Staff, Program, and Organizational Development, Denver. Contact: Betty Mills, (714) 667-3492.

Oct. 30-Nov. 2 "Accountability: Window of Opportunity for Professional and Organizational Development," conference, Professional and Organizational Development Network, Hidden Valley Resort, Somerset, Pa. Contact: John Anderson, Department of Economics, Bucknell University, Lewisburg, Pa. 17837. (71) 524-9422.

Nov. 7-8 "Faculty Development in the Small College," conference, University of South Carolina, Myrtle Beach, S.C. Contact: J. L. Gmuca or J. E. Myers, Office of Continuing Education, P.O. Box 1954, Coastal Carolina College, Myrtle Beach, S.C. 29578. (803) 448-1481, ext. 2418 or 2672.

Nov. 14-16 "Lilly Conference on College Teaching," Miami University, Oxford, Ohio. Contact: Milton Cox, Office of the Provost, Miami University, Oxford, Ohio 45056. (513) 529-6721.

Nov. 15-17 "The Contexts of Interdisciplinary Studies: Pedagogy, Politics and Research," annual Conference, Association for Integrative Studies, Bowling Green State University, Bowling Green, Ohio. Contact: Beth A. Casey, Center for Academic Operations, Bowling Green State University, Bowling Green, Ohio 5303. (419) 372-8202.

(continued on page 4)

Faculty Development Three Years Later: An Interview

In August directors of four Bush Foundation-funded faculty development programs met in St. Paul to discuss plans for "Plant ings." After the meeting the discussion turned to their own programs — their results and plans for the future — and to some of the issues facing faculty development programs. The "panel" included Norman Noonan (Augsburg College), Chandra Mehrotra (College of St. Scholastica), and Jerry Gaff (Hamline University). Robert Young (University of North Dakota) served as the inquisitor.

RY: Each of your Bush funded programs has been underway for about five years. What has the program meant to your campus?

JG: It's meant a tremendous boost to the morale of the faculty. We've all been witnessing "faculty bashing" in recent years. Many faculty are demoralized and despirited. This kind of program, though, really does say to faculty members that they are critical, that they are central to the college or university, and that they deserve support.

RY: Do you think faculty members are getting that message?

NN: For most of our faculty the message has gotten through the faculty development program that faculty are important, that they count, that it's important to keep revitalized. In the 80's when Augsburg was experiencing a downturn in enrollment faculty looked at the program as a bright spot in a time of retrenchment. The enrollment picture has substantially turned around, but it still has opened many options to the faculty that might not otherwise have been there and encouraged them to pursue projects that they might otherwise not have undertaken.

CM: More interest in teaching improvement activities has come into being because of this program. We have done four or five workshops every year on teaching improvement. Also, it has facilitated interaction among faculty members from different disciplines. Generally we have a lunch or a dinner after a workshop or as a part of the workshop and people have talked to each other and then invited each other into their classes. Some of these things would not have happened if Bush money were not there.

RY: If you go back to the original description of the Foundation's intent to fund faculty development programs — Jerry, you were on that advisory committee — their concern was the lack of faculty mobility and the impact that that would have on undergraduate education. They were concerned that undergraduate education in this region would become a little stale. How have we done in this respect? Is undergraduate education alive and well and exciting as a result of the Bush Foundation?

NN: I think that it has had an impact. Certainly on our campus we've invested a lot of money into course development and teaching workshops and computer workshops, and these have all had their payoff in the classroom. On the other campuses that I'm aware of, the special workshops have revitalized courses or changed the way of teaching. The writing projects across the colleges have been very successful. They are emerging, I think, as a strong feature of the Bush program across campuses.

CM: One of the popular aspects of our program is the small grants program. We are cut off — we don't have five colleges in the region to interact with — so our people have gone to the national meetings or to workshops to be in contact with what is happening in the mainstream, so that they don't feel isolated, or feel that their courses are not in line with state of the art courses.

RY: As you know, the Foundation has agonized over evaluation. Agonized because they've honestly not been sure about how much to push us on evaluation. But, of course, they want to know about their investment. When Humphrey Doermann or John Archibal or Stan Shepard call you and say "How's it going?" what do you say to them? What is your first response to them? What kind of language do you use with them?

JG: I have an anecdote that I'll share with you. At the end of the first grant I went to see John Archibal, who is familiar with the faculty at Hamline. I described for him the task forces and committees that we had going and the involvement of our faculty. He would hardly believe what we were doing.

RY: So it must be going well?

JG: Well, it was different than what he had expected. These were good ideas and people with ambitions and drives who could not really get together and make things happen. This, I think, had something of truth for John.

CM: I tell them that membership on the faculty development committee is a valued thing. People like to serve on that committee, and it has representation from all the groups on campus. Also, I describe the kind of activities we have conducted, how those activities have been conducted, and how the faculty have suggested new ideas. So, I don't use numbers with them. I'd rather give them more descriptive kinds of things, to give them a feel for what has happened.

NN: Actually, we send them regular reports.

RY: What evidence do you look for to judge the success of your programs?

NN: We've used formal evaluations, both internal and external, and we also evaluate all of our events. We use verbal feedback a great deal, and to some extent attendance is a measure, though not always because we have had some quality events that maybe 10 people have attended. But we've tried to look at impact in terms of the morale of the faculty and faculty activities, and of course we have an elected committee — [that] can be the eyes and ears of faculty development so it doesn't just rest on one person.

CM: We do an evaluation after each workshop, of course. But one of the new things that we have done recently is an evaluation one or two years after a particular workshop. About half of our faculty have participated in a workshop on teaching improvement. And we are finding some very useful results as to what extent it helps influence their teaching effectiveness in the classroom, to what extent it has made them aware of the resources available on campus, to what extent it enabled them to continue a dialogue with the people that participated in that workshop.

RY: Jerry, how do you know that your program has been worth anything at Hamline?

JG: We have two different programs so I think I need to answer for each one. The first one was essentially a departmentally operated program where improvement projects were supported by an elected committee of faculty members, and they funded individuals and departments to do various kinds of projects. They had evaluations of the sort that the others have been talking about, and it looked reasonably good. What we're now doing is going beyond the departmental approach to develop a whole new core curriculum that will involve, literally, the development of hundreds of courses — freshman seminars, writing intensive courses, oral communications intensive courses, computer utilization courses, a whole set of redesigned disciplinary breadth and cultural breadth courses. I think that you evaluate the courses that have been developed and how well are they going. But I think also it is important to evaluate the changing climate on the campus for undergraduate education. What [the program is] doing here is bringing faculty together, getting them to work collectively on a common curriculum. There's been widespread and, I think, quite deep involvement. So, I think depth of involvement in the general instructional program is another way to evaluate your faculty development program.

RY: Let me go to another question. What will be the future of your program? That's a big question. Maybe you are not willing to tip your hand at this point. What can you say?

JG: I can say two things. One, the second grant is being seen as a way of helping faculty members to develop the skills, the sensitivities, and the courses that will be ongoing within the curriculum. So, we're really using that as transition money — to reposition what we are doing in the instructional program. That will be ongoing. But,

that kind of ducks the issue. What are we going to do to continue the ongoing support of faculty? We were lucky enough to get an NEH challenge grant last year, a three-to-one match that will become an endowed fund for the humanities of $800,000. One of three areas that will use the money will be faculty development. That's not across the board, it's only with the humanities, but it is a fairly broad group of disciplines. We don't have the dollars raised for the match yet, but at least we have got the start toward building a permanent endowment that will help us support the kind of activities that we are all going to need in the future.

RY: Norma, what will the faculty development program at Augsburg look like?

NN: Well, for the past two years we have had a planning committee on faculty development which included a nucleus of members from the elected committee and some appointed members. That planning committee has come up with a general plan of what they would like the components of the faculty development program to be in the future. They want to maintain the structure of having a director and a committee at the head of it. They have that core proposal, and are working on several projects fronts. One is to have an endowment, the income from which would provide a continuing base. The college has put up a lot of money to supplement the Bush grant each year, and we are confident at this point that the college will continue its level of funding at the present time, if not more. And then, we are looking at other grants. Really, you take a three-prong strategy, and we have had faculty and administration working on it.

CM: We have a small endowment earmarked for faculty development — about $500,000. We are working to expand it. That's one of the charges of our development office. What I have done carefully this year and last year is to use as little of the income from the endowment as possible. I know that right now we have the Bush money, and next year we won't have the Bush money. This is our last year. So I have been trying to save the money for a rainy day, so to say.

RY: Let's go beyond our individual programs. You are all experienced in the business of faculty development. Norma, you are probably now one of the most successful faculty development directors in the country. Chandra, as well as having an outstanding program, your work on faculty and aging is well known. And, Jerry, you wrote the book on faculty development a while back. What do your crystal balls tell you with respect to the condition of the professoriate, the condition of our institutions, and the role of faculty development?

JG: From at least the early 70's until now, faculty development has been focusing on individual faculty members and helping them to become more aware of themselves and better teachers and aware of their teaching assumptions and their relationships to students and how to evaluate their courses — very useful things. But it seems to me that we are facing a time now — and we're not out of this period of retrenchment and won't be until something like the mid 1990's — where the faculty collectively needs to be cared for a lot more than what these other approaches have done. Part of it is a matter of replacing an aging faculty, part of it is a matter of responding to year after year of lack of mobility or the sense of being stuck in the current jobs and sometimes doing things that are not exactly what people would like to do or could do best. So it seems to me there really is a whole agenda for the care and feeding of *the faculty* which is the most important educational resource at any one of our institutions.

RY: Chandra what does the futurist in you see?

CM: Jerry has already touched on it, but let me look at it from another angle. The average age of Sisters on our campus would be 56, and the average for the lay faculty would be in the 30's. The question this raises — I raise it in the book that you refer to — is how do we utilize senior faculty who have a lot of insights, a lot of wisdom, in new roles? We are trying this year to involve a senior faculty member who just retired from Psychology to perform teaching improvement functions. She goes and sits in people's classes — new faculty classes — and gives them suggestions. And, another senior faculty goes fund raising because she was president of the college at one time. What are the new functions and new roles that they can perform? They like to be involved. We have no retired Sisters — we have some older Sisters — but they continue to perform new functions. Therefore, the challenge for institutions is how can we not say "You are no longer needed, goodbye." How can we create new roles that will provide satisfaction?

RY: So faculty development directors, more and more, are going to need to be human resource developers and human resource users?

CM: And creative users! On the other side of the coin there will be new faculty members. Look at computer science. How many senior faculty in computer science? Or physical therapy? So there the question is part-time faculty. We just hired a psychologist last week who is a licensed psychologist — works in nursing homes — and he contributes in our psychology of aging program as a practical supervisor. There will be new roles for part-time people who will bridge the gap between academia and the practicing world. The question is how can we provide support in terms of faculty development for senior faculty and for part-time faculty. It will have to be very creative.

RY: Norma, your crystal ball?

NN: I think I agree with the kinds of issues that Jerry has raised. One problem is that quite often faculty development is perceived as a quick fix — maybe the east coast had it in the 70's, the upper midwest in the 80's, maybe the far west in the 90's or something like that. I see that we have to look at the faculty career in a different way. It used to be that the person got the Ph.D., and a first teaching job, and then somewhere along the way — 65 or 70 — we retire. Whether an academic or a physician or a lawyer, people have a vocation but they also have changing needs throughout a career. Faculty development can be one way to monitor an entire career. I perhaps see less of a dichotomy between the individual and the collective among faculty. The faculty as individuals form a collective, and some programs might be good for some in their 30's, another for some in their 40's, and so on. But we have to keep monitoring it and not look at faculty development as a quick fix. Among some faculty there is the belief that it is only a quick fix. And, of course, among many grantsmen, you know, it's kind of the feeling, well, when the grants are there that's the area you emphasize; when the grants are not there then you go on to another area. I think the reeducation in our profession demands that you look at the whole career in a new way, as life-long development.

RY: You are talking about the quick fix. I have a vivid memory from the day that I went to North Dakota to interview for this position. I remember sitting with the council of deans, and the medical school dean looked at me and asked "How long will this take?" Even then I was lucky. What I said to him was that it will never end, and I got the job anyway!

JC: What about your crystal ball? You're not going to get out of this.

RY: I think that one of the significant developments in the faculty development movement, particularly on our Bush campuses, has been that the idea of "investing" in faculty has now caught on. I think that presidents and academic deans now understand this, and I think faculty members understand it. One of the difficulties that we have had in faculty development — I know I had it on my campus — is that the faculty somehow believed they didn't need assistance. They believed that they could provide all their own resources, and they said "leave me alone." Then there was the stage of "Give me the money and leave me alone." But now I think the language is different. It's "Give me the money and whatever assistance that you can provide to help me do my job." That's caught on, and I think it is going to project itself into the future. So I think the way we think about faculty development is going to be much more along the lines of what you are suggesting, Jerry — that we've got a faculty, we need to continue to invest in the faculty, and we are going to do that through many, many different mechanisms. In some institutions the dean is going to be the faculty developer just because of the way that he or she conceives of their position.

In other cases there is going to be a program and an office. And there are going to be approaches we don't even know about at this point of time. But I think there is going to be a stronger common thread to them, and that is the notion of investing in our faculties for future dividends.

RY: Panel, thank you very much. This could have been better only if we had had all of our Bush faculty development colleagues here with us!

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Resources (continued)

Nov. 16-18 "Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants," conference, Ohio State University, Columbus, Ohio. Contact: National TA Conference Planning Committee, Instructional Development and Evaluation, Ohio State University, Suite 60, Neilwood Gables, 2036 Neil Avenue, Columbus, Ohio 43210. (614) 422-3644.

Nov. 21-22 National conference, International Staff Development Association, Kalamazoo, Hilton Hotel, Kalamazoo Mall. Contact: Office of Conferences and Institutes, Western Michigan University, Kalamazoo, Mich. 49008. (616) 383-1795.

A more complete list has been included as a Supplement to Plantings & Dispatches.

READINGS

The teaching of thinking is a hot topic on campuses across the country. A short list of teaching resources might include:

Nickerson, R., Perkins, D., and Smith, E. (1985). *The teaching of thinking*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Barrow, J.C. (1986). *Fostering cognitive development in students*. San Francisco: Jossey-Bass Publishers.

Argyris, C., Putnam, R., and Smith D. M. (1985). *Action Science*. San Francisco: Jossey-Bass Publishers.

Arnheim, R. (1969). *Visual Thinking*. Berkeley: University of California Press.

Teaching Thinking and Problem Solving. A bi-monthly newsletter published by Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, N.J. 07642.

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